Instructor: Maggie Raymond
Room: BLHS 116
Date/Times: MTWRF / Periods 2A & 3A

CONTACT INFORMATION
Office: C236
Phone: 972-391-1047
Email address: MaggieRaymond@dcccd.edu
Hours Available: By appointment
Twitter: @BLMrsRay

TEXTBOOKS AND OTHER COURSE MATERIALS
Reference
• Tao of Composition – Storey and Kantor
  https://www.teacherspayteachers.com/Browse/Search:tao%20of%20composition

Literature
• The Alchemist – Paulo Coehlo – summer reading ISBN 9780062315007
• 1984 – George Orwell ISBN 9780451524935
• V for Vendetta – film viewing in class
• Never Let Me Go – Kazuo Ishiguro ISBN 9781400078776

**Other Required Readings posted on Blackboard

Course Description:
ENGL 1301: Composition I
2014 Core Curriculum Foundational Component Area: 010 Communications
Course Description: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. (3 Lec.)

Coordinating Board Academic Approval Number 23.1301.51 12
Student Learning Outcomes:
Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

Core Objectives:
ENGL 1301 develops the following Core Objectives:
Critical Thinking - to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
Communication - to include effective development, interpretation, and expression of idea through written, oral, and visual communication.
Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
Personal Responsibility - to include the ability to connect choices, actions, and consequences to ethical decision-making.

Core Objective Development Statements:
ENGL 1301 develops Critical Thinking by requiring students to analyze a variety of texts in terms of audience, purpose and style. This analysis serves as the basis for written responses that require the justification of ideas through support and attribution.
ENGL 1301 develops Communication by requiring students to respond to a variety of texts in the form of revised and edited academic essays.
ENGL 1301 develops Teamwork by requiring students to engage in collaborative writing and editing processes such as peer review.
ENGL 1301 develops Personal Responsibility by teaching students the ethical and accurate use of research through proper citation and documentation.

ENGL 1301 Curriculum Guidelines
English 1301 courses will require the following:
- Students will write a minimum of 35 double-spaced pages or equivalent word count, exclusive of Works Cited (in the form of Essays, Journals, Discussion Boards, etc.), for a variety of audiences and purposes, using appropriate rhetorical strategies, and written in Edited American English.
- One essay must be an analysis of a visual/visual media (advertisement, photos, art, film, etc), constructed according to MLA format and documentation guidelines, submitted as a digital file, including one minimum source and a strong controlling idea.
• A minimum of one written assignment under timed conditions, such as entirely in class.
• At least one assignment undergoes collaboration.
• At least one required essay incorporates the basic concepts of research and MLA documentation.
• At least one required essay introduces argumentation.
• Formatting for all essays adheres to Modern Language Association (MLA) style guidelines.
• All required writings, other than the one written under timed conditions, must be typed and submitted electronically to campus Learning Management System (LMS). The use of SafeAssign for essay submission is highly recommended.

EVALUATION PROCEDURES
Respondus: Since you will take (most) all of your quizzes and tests on line, you must download this program that will lock down your browser during a quiz or test. Download the software by accessing this link: www.respondus.com/lockdown/information.pl?ID=333744543

ESSAYS:
• Essays (In-class, proposals, homework, research, etc.) will focus on the student’s ability to establish and defend a logical position that follows an established form for construction and uses textual evidence. The specific requirements for each essay are indicated in the Course Outline section of this document. However, all formal writing assignments will employ Tao of Composition organizational methods and use MLA form. All writing assignments will be submitted through BlackBoard’s SafeAssign and checked with electronic plagiarism software.
  o Note: I will not accept late essays. Students will submit all essays electronically to the appropriate SafeAssign portal in BlackBoard on the date and time listed in the Course Outline section of this document. Essays turned in past the due date at the beginning of your scheduled class will be given a 0. When prompted, please provide a hard copy in addition to the SafeAssign submission.
  o SUGGESTED: Grammarly – Students should use Grammarly to edit documents before submitting them to BlackBoard. Setting up a Grammarly@edu account is extremely easy. Use the address below to access the login page: www.grammarly.com/edu/students. Make sure to use your @blstudents.org email. Then, log in to your email to confirm your account.
TESTS and QUIZZES:

- Tests and Quizzes contain detailed and thematically relevant information from the readings and discussions for this course.
- Format: Multiple Choice, True/False, Short and Long Essay
- You must take a scheduled test at BLHS room 116 during your class period on the day it is given. If you are absent the day of the test, I will expect you to come to the very next available test makeup (office hours above). Email me before the makeups if a different arrangement is necessary. If you are absent for only my class, but you attend your other classes for the day, I expect you to take the test before the end of the school day. Makeup tests are usually given no longer than 45 minutes and may contain different questions than the original but following the same format.
- Some quizzes will be completed on your own time outside of class. Quizzes are timed, and the time limit varies according to the number of questions. You have two attempts for each quiz and the attempts are averaged regardless of the order in which you receive the grades. Since they are available online, they are due whether the student is present in class or not. Additional attempts will not be given for technical issues. Make sure you are ready when you make each attempt.

CLASS DISCUSSION:

Students will be expected to participate in class discussions both in-class and online. All discussions should adhere to the BLHS Code of Conduct. No derogatory remarks. You are to comment with the utmost tact and professionalism.

GRADING STANDARDS FOR ALL ESSAYS

I. Excellent / Superior (A-B)

Although "A" and "B" essays possess many of the same features, the style, originality and level of excellence of the "A" paper is exceptional. Preparation: The student adapts his/her thinking to the form and requirements of the assignment and develops his/her paper through preliminary outlines and drafts. Content: The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its supporting ideas clearly and logically. Development: The essay engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a conclusion that supports the essay's main idea without being repetitive and/or simplistic. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified and properly developed; transitions between main ideas are effective and logical.
Sentence Structure: Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

Diction: The language is distinctive, fresh, economical, and precise.

Grammar and Punctuation: Correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

Appearance: The student has carefully proofread and correctly documented the essay. The student will type essays using Times New Roman 10-12 pt. font using one-inch margins and double spacing throughout (no triple spacing between paragraphs).

II. Average (C)
The "C" essay is clear, competent, and controlled, but its style and originality are undistinguished.

Preparation: The essay contains evidence of at least one preliminary draft. The topic and content are clearly and competently adapted to the assignment.

Content: The central idea is apparent but too general, too familiar, or too limited. It is supported with concrete detail, though that detail is occasionally repetitious, irrelevant, or sketchy.

Development: The plan of the essay is recognizable, but not developed or not consistently fulfilled. The essay might be disproportionately developed or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, or monotonous. The paragraphs are unified, coherent, and usually well developed.

Sentence Structure: The sentences are competent, but many lack force, variation in structure, or effective rhythm.

Diction: The language is appropriate to the paper's purpose, subject, and audience; it is not overly formal, abstract, or colloquial.

Grammar and Punctuation: Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper's clarity and effectiveness.

Appearance: The "C" essay conforms to the guidelines established for the superior paper.

III. Unsatisfactory (D-F)
Though "D" and "F" essays share the same faults (such as inadequate development or absence of a discernible thesis), the "F" paper exhibits an obvious breakdown in style and structure.

Preparation: The student's ideas do not relate to the specific assignment, and there is little evidence of a preliminary draft.

Content: The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, or aimless.

Development: The essay lacks clear and orderly stages and fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

Sentence Structure: Sentences are incoherent, incomplete, fused, monotonous, rudimentary, or redundant.
Diction: The level of language is inappropriate to the subject.

Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer’s ideas.

Appearance: An illegible presentation is always a liability.

Plagiarism: An essay containing plagiarism will earn a failing grade.

WEIGHT OF ASSESSMENTS
- Essays: 30%
- Tests: 20%
- Project(s): 20%
- Quizzes: 20%
- Discussion/Participation: 10%

SEMESTER GRADES
Q1 = 40%    Q2 = 40%    FA Semester Exam = 20%
Q3 = 40%    Q4 = 40%    SP Semester Exam = 20%

ATTENDANCE POLICY:
Please, try not to be absent…I understand that unforeseen and uncontrollable situations sometimes arise, but it is your responsibility to stay on track with all assignments and submit them to BlackBoard on the date and time indicated in the Course Outline section of this syllabus. Therefore,

1. regardless of the unforeseen or uncontrollable circumstances. I will not accept late essays or assignments. **Essays, Quizzes, and Assignments submitted past the due date and time will be given a 0.**

2. unless previously arranged, I will expect you to take the test if one is scheduled during the first office hours when you return.

3. in general, tests will be made up after school and outside of normal class hours and will last no more than 45 minutes. Please contact me if other arrangements need to be made.

4. for planned field trip absences, all work must be turned in **before** the missed class. Tests must be taken in advance, unless arrangements are made with me prior to the absence.

5. for further clarification of absences, please refer to the Student Handbook.

CLASSROOM ETIQUETTE:

**Attendance:** I take attendance immediately after the bell. Please be seated by then so I do not have to count you tardy or absent.

**Uniform Check:** You are expected to be in full uniform every day or following all dress down day guidelines, if applicable. For questions regarding uniform, please refer to the Student Handbook.
**Workspace Check:** Place backpacks with all materials except laptops and cell phones in the storage space under your chair, leaving plenty of room for everyone to walk around. These electronic devices should remain closed and/or face down on your desk unless we are using them for class.

**Attitude Check:** I expect you to maintain a level of dignity befitting an adult in an institution of higher learning. While in room 116, show respect for yourself, classmates, and me by refraining from all extraneous social interactions, either physical or electronic, and/or attempting to complete assignments for another instructor.

**ACCEPTABLE USE OF PERSONAL TECHNOLOGY PROCEDURES**
The use of personal technology occurs often but intermittently throughout each session. Until I ask, do not access laptops, desktops, tablets, iPads, smartphones, Smartwatches, cell phones, Google glasses and/or cybernetic implants of any kind. Don’t worry; if you stray a bit, I will make sure to immediately give you a gentle reminder, hopefully, without disrupting the rhythm of the session.

https://www.eastfieldcollege.edu/syllabipolicies
**2018 Fall Syllabus**

**All content subject to change. I reserve the right to amend this syllabus as necessary. Please check the daily assignment board for changes.**

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**August 13/14 – ½ days**

- **Course Expectations** and **Syllabus** are on Blackboard. Turn in signed Course Expectations document next class.

- **Group Activity** – The Power of Words
  1. Watch and discuss the following video, entitled *The Power of Words* - https://www.youtube.com/watch?v=Hzgzim5m7oU
  2. In groups of three (3) or four (4), create a short film (between 1-2 minutes in length) concentrating on one of the following themes:
     a. The Power of Spiritual Belief
     b. The Power of Community
     c. The Power of Personal Conviction
     d. The Power of Personal Identity
     e. The Power of Dreams (syn. to goals, not sleep activity)
     f. The Power of Aged Wisdom
     g. The Power of Words
  3. ALL groups must storyboard, thus each group should know how the finished product is supposed to look prior to filming. Use paper or www.storyboardthat.com
  4. ALL groups have only today and the first fifteen (15) minutes of next class to have films completed and uploaded to Blackboard

- **HW**
  o Communicate with your group members to make progress on the *Power of ...* video.
  o Post your introductory video to FlipGrid. Full instructions on Blackboard

- **Objectives**
  o Assess the model video (*The Power of Words*) as it relates to the creation of students’ own videos.
  o Via student collaboration, conceptualize and depict themes from *The Alchemist* utilizing video and original scripts.

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**August 15/16 – (15th Mid-Day Schedule)**

- Collect signed Course Expectations page.
- Groups convene for ≤ 15 minutes to complete *The Power of ...* videos and upload.
- Watch and critique videos and their relation to the text of *The Alchemist*.
- Lay groundwork for Harkness Table Discussions. About 8 students will enact a Table Discussion based on an accompanying article related to *The Alchemist* at a time.
  o {The Harkness Discussion Table is a methodology we’ll use often throughout the remainder of the school year with varying methods of assessment and activities for those not at the table.}
**HW**
- Familiarize oneself with *The Alchemist* study questions on Blackboard

**Objectives**
- Critique and evaluate original videos based on a theme from *The Alchemist*
- Establish foundation for Discussion Tables, student-led explorations of text and related ideas

**August 17/20 – (17th Friday Schedule)**
- Each student will be assigned a number, 1-17. These number represent the stages of Joseph Campbell’s Hero’s Journey (see link above.) (Depending upon the number of students in the class, it may be necessary to assign multiple students to an individual stage.)
- Based on each student’s assigned number and correlation to a stage of the Hero’s Journey, the following is to be accomplished:
  - Create a PowerPoint / Prezi / Google Slides presentation depicting Santiago’s (*The Alchemist*) journey parallel to the assigned stage of the Hero’s Journey.
  - The presentation format must include:
    - Slide 1: Title page with artwork (your name, stage and representative artwork)
    - Slide 2: Explanation of your Hero’s Journey stage**
    - Slide 3: One (1) quote and one (1) example from the text that support your explanation
    - Slide 4: Explanation of *Why* this stage is important for the reader to understand**
    - Asterisks** next to any part mean you are not allowed to use more than three (3) words on the slide. Substitute words with pictures. A direct quote from the text is the exception. This will force you to look at the audience and not the SmartBoard.
    - This counts as the semester’s first quiz, and it’s timed. Work smart, work fast.
  - **HURRY** – YOU HAVE ≤ 20 MINUTES TO ACCOMPLISH THIS TASK. PRESENTATIONS TO FOLLOW.

**HW**
- Familiarize oneself with *The Alchemist* study questions on Blackboard
- Bring *1984*

**Objectives**
- Describe the relationship between a stage of the Hero’s Journey and a stage of the protagonist’s (Santiago’s) journey in *The Alchemist*
- Illustrate the traits of one’s Hero’s Journey’s stage with that of the protagonist via (Santiago) a detailed presentation to one’s peers
August 21/22 – (22nd Activity Schedule)
• Test – The Alchemist
• HW
  o Begin Reading 1984
    ▪ Suggested for next class: Annotate Pg 5-55
• Objectives
  o Answer – recall – facts from the novel The Alchemist for one’s first major assessment of the school year. This is part of the test. The remainder of the test is essay, by which students must provide analysis for one of three (3) prompts asking them to delve beneath the surface of the plot.

August 23/24 – (24th Friday Schedule)
• Introduce Visual Analysis Writing Assignment: Personal & Moral Responsibility.
  o This assignment satisfies an Eastfield requirement regarding rhetorical writing.
• Select one of the pictures / photographs provided and commence research and the process of paper construction. The Rough Draft is due for editing on September 11/12 with the Final Draft due on September 13/14 (prior to Senior Retreat.)
• HW
  o Read 1984 (Suggested for next class pg. 55-105)
  o Discussion Board:
    ▪ Scour the Internet to find a political meme. Then enter the Discussion Board tab on Blackboard. The Discussion Board will be titled “Political Memes.”
    ▪ Upload your political meme and provide commentary on why the meme attracted you. You are now half-done. To complete this task, you must respond to someone else’s post of his / her meme. ALL comments must adhere to the Bishop Lynch Code of Conduct. No derogatory remarks. You are to comment with the utmost tact and professionalism. This Discussion Board activity will provide the catalyst for discussion on August 29/30 → two (2) class periods from today. DO NOT procrastinate.
      ▪ Suggested: Post original meme by 8/27 and response by 8/29
  o Choose image for VA Assignment
• Objectives
  o “Discuss at least two sides of an ethical choice to be made.”
  o “State a position on the issue with more detailed explanation and/or reasons for the position and addresses objections to their positions.”
  o “Identify consequences and demonstrates a sophisticated understanding of the scope, complexity and/or magnitude of the consequences.”
  o {The three objectives above are stated Eastfield objectives.}
August 27/28

- Library
  - Writing Notes
  - Work on Visual Analysis Writing Assignment: Personal & Moral Responsibility
    - Research
    - Writing of the paper
- HW
  - Discussion Board on Political Meme
  - Read/Annotate 1984 (Suggested: pg 105-147)
  - Read assigned Trump / 1984 article
    - One-third of you will read How ‘1984’ Can Decode Trump’s 1st 100 Days by Alexander J. Urbelis. One-third of you will read Orwell’s ‘1984’ and Trump’s America by Adam Gopnik, and one-third of you will read No, Trump is Not Like Orwell’s ‘1984’ by Michael Weiss. The articles are on Bb. There is no writing associated with the reading of the articles; read them, and be ready to discuss.
  - ***I am not making a political statement or exposing my political alliances by choosing three articles that comment on Trump’s presidency in comparison to Orwell’s 1984. Regardless of the president and his political affiliation, the comparisons have been drawn; in that regard, let’s discuss them like adults. You can decide for yourself to agree with or rebuke the findings.
- Objectives
  - Utilize the Library for scholarly research
  - Receive instruction on writing Visual Analysis paper – critical insight and intellectual depth

August 29/30 – (29th – Activity Schedule / Club Fair)

- At three of the white boards, each of the articles should be dissected. What did you learn from the articles in their comparisons to 1984? What key words / phrases stand out?
- “Political Memes” Discussion Board discussion (from the Department of Redundancy Department)
- Intro to Psych Analysis
  - Work on Winston Smith analysis if time.
- HW
  - Winston Smith Diary Entries due next class
    - Compose notes about Winston Smith based solely on the text of his Diary Entries. The Diary Entries can be found on Blackboard. No other part of the novel may be considered when discussing Winston. You are to psychoanalyze the character of Winston Smith solely from the language (DICTION), both content and structure (SYNTAX), of his Diary Entries.
• Concepts to Consider regarding Winston Smith’s Diary Entries:
  o Winston’s perception of self
  o Winston’s perception of society
  o Winston’s perceived role in society
  o Winston’s physical and emotional connections to people and things around him
  o Winston’s psychological condition
  o Winston’s internal conflict and attempt at resolving this conflict
  o Winston’s epiphany of self
  o Winston’s formatting of his entries

• Objectives
  o Dissect an argument from a valid media source and draw comparisons / contrasts to our current government administration with the text 1984
  o Identify patterns and draw conclusions from the opinions of the media to the text of 1984 and our current government administration, keeping in mind both a professional attitude and the non-promotion of a political stance

**August 31/September 4 – (31st – Last-Period Assembly)**
• Qualities of a Dystopia Notes
• Group Psych Evaluations for Winston Smith
  o With your group and collective notes, play psychiatric team for Winston and diagnose him. Keep in mind to write following the ideas of Psychoanalytic Criticism.
• Discuss First Research Paper → due November 6/7
• HW
  o Finish 1984 and complete reading check quiz
• Objectives
  o For conclusions as to Winston Smith’s character based on his diary entries.
  o Discuss “open” topics for research paper and stages through the due date.
  o Evaluate the power of Orwell’s language and its influence on our reality.

**September 5/6 – (5th – Activity Schedule)**
• Characteristics of Propaganda Notes
• Language in 1984 – Perception = Reality: Slogans, Ministries, doublethink!
  o This is based on real events in a Palo Alto, CA high school classroom in 1967.
  o If for any reason we do not finish, this will be hw.
• HW
  o Response Paper – Last Man in Europe – see Bb for full assignment details
  o Discussion Board: Toppling Saddam. Due Sept 11/12– see Bb
• Objectives
  o Understand characteristics of propaganda and its relevance to our society.
  o Compare 1984’s fictional world to the real world of Tiananmen Square.
  o Hypothesize on textual items Orwell does not elaborate upon.

**September 7/10 – (7th – eDay; 10th – Progress Reports)**
• Work on Visual Analysis Paper
• HW
  o Don’t forget: The Toppling Saddam Discussion Board.
  o Rough Draft for VA Paper
• Objectives
  o Assess knowledge on facts related to 1984, dystopias and propaganda.
  o Relate events of 1967 to current society and speculate on its ability to happen again.
  o Critique visual messages and composition of images
  o Synthesize different viewpoints

**September 11/12 – (11th – Jesuit College Night; 12th – Activity Schedule)**
• Edit Visual Analysis Writing Assignment: Personal & Moral Responsibility
• Final Draft of Visual Analysis Writing Assignment: Personal & Moral Responsibility due next class
• HW
  o Final Drafts of Visual Analysis papers due: Upload to Bb/Safe Assign AND turn in a hard copy to class.
• Objectives
  o Examine claims and support for Visual Analysis paper.

**September 13/14 – (14th – Friday Schedule)**
• Visual Analysis Writing Assignment: Personal & Moral Responsibility due to Bb AND class
• Harkness Discussions/Review for 1984 Test (8ish people at a time)
  o Suggested topics for discussions: theme, tone, characters/plot, psychoanalytic criticism, propaganda, dystopias, connections to today
• HW
  o Senior Retreat – after Senior Retreat, Ignorance is Strength 1984 Test
• Objectives
  o Discuss and analyze a literary text in a variety of ways
September 18/19 – (19th – Activity Schedule)
- **Ignorance is Strength 1984 Test**
- **V for Vendetta** – movie-viewing experience commences September 20th / 21st
- **HW**
  - Read through the Film Analysis and Film as Literature handouts on Bb
  - Print out notes to be able to use while watching movie next class – you will not be allowed your laptop/phone during the movie.
- **Objectives**
  - Demonstrate knowledge of 1984 and peripheral information regarding dystopian societies, propaganda, etc.

September 20/21 – (21st – Friday Schedule)
- **View** – Part I V for Vendetta – Follow along with the movie and add in your comparison chart/notes when appropriate.
  - **NOTE**: You might have to fill in some of the information from 1984 at home if you don’t have your book with you!!!
- **HW**
  - **Discussion Board** – You will be responsible for 2 thoughtful discussion posts at minimum. In theory, this will carry a conversation via discussion boards and you should pay attention and respond to those that comment on your posts/responses.
    - Your posts should keep in mind 1984 and V for Vendetta while addressing the following syllogism:
      - One person’s utopia is another’s dystopia, and one person’s dystopia is another’s utopia. Therefore, both a utopia and a dystopia simultaneously exist relative to the person’s perception.
    - Post #1: Apply “What/How/Why” and form your own arguable point, comparison, contrast, etc. w/ evidence from the movie and 1984.
    - Post #2: Respond to someone else’s post and support or refute their argument using evidence from what we watched in class.
- **Objectives**
  - Early stages of constructing an argument / claim based on 1984 & V for Vendetta, leading to a Tao of Composition-style research paper.

September 24/25
- **View** – Part 2 V for Vendetta – Follow along with the movie and add in your comparison chart/notes when appropriate.
  - **NOTE**: You might have to fill in some of the information from 1984 at home if you don’t have your book with you!!!
- **If time** - discuss Discussion Board on the Paradox of Relativity
• HW
  o Finish comparison chart/notes and turn in a readable copy next class
  o Read: *Pyongyang Myth-Builders Step it Up*, a *Wall Street Journal* article. This article will be the basis of your timed, in-class writing assignment on September 26/27. The article is on Blackboard.
  o
• Objectives
  o Early stages of constructing an argument / claim based on *1984 & V for Vendetta*, leading to a *Tao of Composition*-style research paper.
  o Stating and interpreting either one’s Discussion Board post and/or response.

**September 26/27 – (26th – Activity Schedule; 27th – Mid-Day Schedule)**
• In-class timed writing on the article *Pyongyang Myth-Builders Step it Up*
  o Thirty (30) minutes to write
  o Ten (10) minutes to peer edit
  o Ten (10) minutes to revise and upload to Blackboard via SafeAssign
• HW
  o Start thinking/brainstorming directions for research paper.
• Objectives
  o Construct an argument by developing a claim comparing the Pyongyang myth builders to both the text of *1984* and our society.
  o Drawing connections between two (2) dystopian texts toward the creation of an original research paper.

**September 28/October 1 – (28th – Half-Day Schedule; Fair Day)**
• Research Paper Reminiscence → General Topic Generation, Primary Sources, Outline, Thesis ¶
• Discuss one (1) JSTOR ASE Source for this Research Paper
• Discuss → Turn-in dates: Paper Proposal → Outline → Rough Draft → Final Draft
  o Paper Proposal = October 9/11
  o Outline = October 17/18
  o Rough Draft = October 23/24
  o Final Draft = October 25/26
    ▪ On the day you turn in your final draft, you must also turn in the JSTOR ASE Secondary Source work.
• HW
  o Possess materials to work in the Library on one’s research paper
• Objectives
  o Establish the major stages and due dates for Research Paper.
  o Understand the JSTOR ASE (Author-Summary-Evaluation) Paper as a significant component of the research paper.
**October 2/3 – (3rd – Activity Schedule)**
- Library → work on initial research regarding *1984, V for Vendetta* and *The Wave*
- HW
  - Prepare Paper Proposal Presentations for October 9/11
- Objectives
  - Discover scholarly Secondary sources for one's research paper
  - Creation of one (1) JSTOR ASE-certified scholarly source

**October 4/5/8 – (5th – Founders Day; neither A nor B day)**
- Library → Continue developing Outline & Paper Proposal documents toward completion of first research paper
- HW
  - Complete one’s Paper Proposal document for presentation and/or conferences (TBD) next class. Upload to Blackboard via SafeAssign.
- Objectives
  - Applying critical analysis, insight and logical reasoning to the development of a research paper Outline and Paper Proposal document

**October 9/10/11 – (10th – National Testing Day)**
- Research Paper Proposal Presentations/Conferences (TBD)
- HW
  - Possess materials necessary to develop one’s research paper Outline.
- Objectives
  - Articulate one’s position / claim to one’s research paper based on paper proposal, thus allowing for a broad scope of Humanities-based research.

**October 12/15/16 – (12th – No School; Ministries Conference; 15th – 2nd Quarter Begins)**
- Library → Research and develop Outline
- HW
  - Finish research paper Outline for editing next class in the Library
- Objectives
  - Compose an academic Outline adhering to *Tao of Composition* and MLA standards

**October 17/18 – (17th – Activity Schedule)**
- Library → Outlines editing at beginning of the period; then continue research, develop and work on JSTOR ASE Source
- HW
  - Maintain materials for research
• **Objectives**
  o Compose an academic Outline adhering to *Tao of Composition* and MLA standards
  o Create Author-Summary-Evaluation from a single JSTOR source related to one’s research paper

**October 19/22 – (19th – Friday Schedule)**
- Library → Continue research and work on JSTOR ASE Source
- **HW**
  o Research Paper Rough Drafts due for editing
- **Objectives**
  o Compose an academic Outline adhering to *Tao of Composition* and MLA standards
  o Create Author-Summary-Evaluation from a single JSTOR source related to one’s research paper

**October 23/24 – (24th – Half-Day; P-T Conferences)**
- Edit Rough Drafts of the Research Paper
- **HW**
  o Create Final Draft of Research Paper from editing of Rough Draft
- **Objectives**
  o Incorporate ideas from peers regarding the logical progression of ideas when editing one’s Rough Draft

**October 25/26 – (25th – Half-Day; P-T Conferences; 26th – Friday Schedule)**
- **Final Drafts of Research Paper due – hard copies upon entering the classroom**
- Introduction to the Eastfield-required writing assignment covering the rhetoric of documentaries
- **HW**
  o Bring earbuds / headphones
- **Objectives**
  o Explore the rhetoric of documentaries, including the strategic placement of camera angles. Rhetoric also includes what the documentarians leave out.

**October 29/30**
- Reiterate Eastfield-required writing assignment: PBS Frontline → analysis of a documentary
- All parameters for this writing assignment are posted to Blackboard. In essence, each student (or pair of students) will dissect a documentary from PBS Frontline or an equivalent valid source.
• Search and proclaim one’s documentary and understand fully the rhetorical analysis required.
• Commence watching one’s documentary with earbuds / headphones and ask questions for a full understanding of one’s task.
• HW
  o Finish watching one’s documentary. We will meet in the Library next class to work on this project.
• Objectives
  o Analyze a documentary for a myriad of rhetorical devices and techniques, including how the documentarians film their project; this project, then, combines what’s included, what’s left out and how the information is presented.

**October 31/1 – (31st – Activity Schedule; 1st – Mid-Day Schedule)**
• Library → Work on Documentary Presentation
• HW
  o Finish documentary assignment and prepare one’s presentation
• Objectives
  o Provide students the opportunity to continue examination of a documentary based on the parameters of rhetorical analysis.

**November 2/5 – (2nd – Friday Schedule)**
• Documentary Presentations
• HW
  o None
• Objectives
  o Demonstrate one’s ability to transform the critical dissection of a documentary into a visual (static) presentation and convey the rhetorical techniques used to one’s peers.

**November 6/7 – (7th – Activity Schedule)**
• Documentary Presentations
• HW
  o Own Kazuo Ishiguro’s *Never Let Me Go*
• Objectives
  o Demonstrate one’s ability to transform the critical dissection of a documentary into a visual (static) presentation and convey the rhetorical techniques used to one’s peers.
November 8/9 – (9th – Last-Period Assembly)
- Introduce Kazuo Ishiguro's *Never Let Me Go*
- **HW**
  - Read chapters 1-3 and complete reading check quiz
- **Objectives**
  - Understand background/themes/discussion points for *Never Let Me Go*

November 12/13
- Discuss chapters 1-3 *Never Let Me Go*
- Introduce Psychoanalysis project for *Never Let Me Go*
- **HW**
  - Chapters 4-6
- **Objectives**
  - Utilizing a combination of Discussion Tables and miniature timed-writings, explore the initial characterizations and speculate on motivations within *Never Let Me Go*
  - Establish an early thematic connection between *Never Let Me Go* and *Frankenstein*
  - Introduce a Psychoanalysis project → all requirements and parameters are posted to Blackboard

November 14/15 – (14th – Activity Schedule)
- Harkness Table Discussions first six chapters of *Never Let Me Go* focusing on a first-person narrative and the reliability of its narrator
- **HW**
  - Finish Part I of *Never Let Me Go* and complete reading check quiz
- **Objectives**
  - Debate the reliability of a first-person narrator

November 16/26 – (16th – Friday Schedule; 19th – 23rd – Thanksgiving Break)
- Discuss Part I of *Never Let Me Go*
- Work on Psychoanalysis Project
- **HW**
  - Read/Annotate Chapters 10-13 of *Never Let Me Go* for classes on November 29/30 and complete reading check quiz.
- **Objectives**
  - Analyze literature through psychoanalysis lens. Ask appropriate questions of characters and motivations.

November 27/28 – (28th – Activity Schedule)
- Work on Psychoanalysis Project
• HW
  o Read/Annotate Chapters 10-13 and complete reading check quiz

• Objectives
  o Collaborate to make progress on the Psychoanalysis Project

November 29/30 – (30th – Half-Day Schedule)
• Discuss chapters 10-13 *Never Let Me Go*
• In class, storyboard the first thirteen (13) chapters and be able to:
  o Explain Why you included certain scenes and dialogue
  o Explain Why you left out certain scenes
  o Cast the movie
• HW
  o Read/Annotate Chapters 14-16 and prepare for IN CLASS Quiz

• Objectives
  o Visualize the text into movie format
  o Justify scenes included / deleted

December 3/4
• In Class Quiz – Locate/ID Questions
• Discuss chapters 14-16 *Never Let Me Go*
• Work on Psych Project
• HW
  o Read/Annotate Chapters 17-20 and complete reading check quiz

• Objectives
  o Assess knowledge via Locate / ID-style questions on the next section of Never Let Me Go. The quiz questions and answers are the catalyst for discussion.

December 5/6 – (5th – Activity Schedule)
• Discuss chapters 17-20 of *Never Let Me Go*
• Work on Psych Project – Final Presentations Due Dec 11/12
• HW
  o Finish *Never Let Me Go*
  o Email me an idea, a phrase from the text, something inspired by the text that you want to discuss in more detail – and be ready to lead discussion

• Objectives
  o Explore and speculate regarding aspects of the text not detailed by the author but students are curious about

December 7/10 – (7th – Friday Schedule)
• Harkness - Discuss ideas not detailed by the author but generated by the students.
• HW
  o Finish Psychoanalysis projects for next class
• Objectives
  o Student-led discussion on Topics within – or inspired by – the text thus far they want to know more about

December 11/12 – (12th – Mid-Day Schedule)
• Psychoanalysis Presentations
• HW
  o Study for *Never Let Me Go* test
• Objectives
  o Demonstrate the ability to advance valid psychoanalytic theories based on stated parameters related to the characters in *Never Let Me Go*

December 13/14 – (14th – Friday Schedule)
• Psychoanalysis Presentations
• HW
  o Study for mid-term
• Objectives
  o Demonstrate the ability to advance valid psychoanalytic theories based on stated parameters related to the characters in *Never Let Me Go*

December 16 – (Review Day)

December 18 – 1A/1B Exams

December 19 – 2A/2B Exams

December 20 – 3A/3B Exams

December 21 – 4A/4B Exams – 1st Semester Ends